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SUPPLEMENTARY CIRCULAR.

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# COURSES IN ENGLISH

REQUIRED FOR ADMISSION

TO THE

## UNIVERSITY OF KANSAS.

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E. M. HOPKINS, Ph. D.

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## SUPPLEMENTARY CIRCULAR.

### A.

#### Review of English Preparatory work in the High Schools, and of changes proposed.

THE original general University "Circular touching the Requirements in English" was published in 1895. A supplementary one has become necessary because of the appearance of a considerable number of new and excellent text and reference books, and because of certain proposed changes in the preparatory work itself. Before taking these up in detail, it will be well to note the conditions which have led to the proposed changes.

The number of state high schools that have fully established a three-year course in English corresponding to that recommended by the University has become considerable, is rapidly increasing, and there has been a constant improvement in methods of instruction, evidenced by the better work of high school graduates in the University. Many schools have lengthened their general high school course from three years to four, some have increased the number of teachers, and some are making an effort to secure teachers especially trained in the University for preparing those who are to enter the University. The State Superintendent of Public Instruction has given his hearty co-operation to every movement looking toward improvement in the high schools as in the other state schools; and besides the advance in the English work in the high schools, there has been an advance all along the line.

Perhaps the greatest present evils in the schools of this state as of others are a lack of uniformity in courses and subjects and in arrangement of time, and a lack of a more definite system of instruction from the grades to the University, so that, for example, the work to be done in English for each year shall be so precisely defined that there can be no repetitions or omissions, in passing from one class to another, one year to another, or one school to another. Efforts are

Need of a new circular.

Advance in high-school work.

Lack of uniformity.

being made to correct both these defects; and during the present year a committee representing high schools and University has met several times, under the direction of the State Superintendent, to consider means of securing greater uniformity in the high school courses.

Uniform general courses.

This committee has proposed a standard four-year high school course fully preparing for the University, and is working upon alternative business and manual training courses which will not admit to the University. The first of these courses, the preparatory one, is as follows:

For admission to University.		
FIRST YEAR,	First term,	Latin, German, French, or Greek. Civil Government. Algebra. English.
	Second term,	Latin, German, French, or Greek. Physics. Algebra. English.
SECOND YEAR,	First term,	Cæsar, German, French, or Greek. Physics. Algebra. English.
	Second term,	Cæsar, German, French, or Greek. Botany. Geometry. English.
THIRD YEAR,	First term,	Vergil, German, French, or Greek. Zoology. Geometry. General History.
	Second term,	Vergil, German, French, or Greek. American History. Geometry. General History.
FOURTH YEAR,	First term,	Cicero, German. Chemistry. Psychology. Political Economy.
	Second term,	Cicero, German. Geology, Physics. Psychology. Sociology.

This course is to consist of four full recitation periods a day, five recitations a week in each subject, not less than forty minutes to each recitation, and not less than thirty-six school weeks to the year.

It will be noticed that this course includes but two years of English, intermediate between the one-year and three-year courses hitherto required. For the making of this change there were two general reasons. The first and immediate one was the desire to make room in a high school curriculum already full for an additional year of natural science, the need of which was felt to be urgent. Second, it seemed that this additional year could better be spared from the three years of English than elsewhere. The one-year course in English is practically obsolete; in all the state schools there is scarcely one of standing that does not give more than this amount of English instruction, while in nearly all those that affiliate with the University there are three and even four years of English. But, except in a few schools, this English is not so well done as it should be. The average high school is often not better equipped for doing English work than it was before the three-year course was established, not having time and teachers enough to give the course successfully and efficiently. The heaviest demand upon the high school is made by English composition; literature and language can in general be taken care of with less difficulty. It was thought, therefore, that if the high schools were relieved from a year of the heaviest work, a high standard of excellence might be hoped for in the other English subjects, and the best interests of both high schools and University be therefore subserved; the omitted work to be done later in the University if necessary.

The English work in the state high schools has been advancing constantly, and perhaps as rapidly as could be expected under the conditions; but as a matter of course there is room for further improvement, and a few words as to what is yet lacking may not be amiss. The following statements are based upon the examination of more than a hundred reports from high schools making application to be placed upon the accredited list. Of these high schools, there are barely more than a dozen that meet exactly and fully the requirements in English for admission to the University. A few of these few, and these usually the best, do more than is required, having four years of English instead of three. There are a few schools that have a three-year course on paper only; having, perhaps, a year of thirty-two weeks instead of thirty-six or more, and recitation

Respects in  
which three-  
year require-  
ments have not  
been met.

periods of twenty-five or thirty minutes each instead of forty or more. The great majority of those whose reports were examined have a full three-year course, sometimes a longer one; but not such a course as is prescribed for admission to the University.

**Language.**

First of all should be mentioned the slighting or ignoring of the requirements in language, the "disciplinary" requirements which constitute the basis of the present three-year course and which condition its acceptance as equivalent to a course in another language. Many schools fail to understand that historical grammar is a different thing from analytical and descriptive grammar, and that language history includes something more than the study of derivation and word-composition; and while they give more than enough time to language study, do not touch at all upon the more important subjects. Others understand what is required, but admit frankly that they cannot do the work, not so much because of its difficulty as because competent teachers are not to be had. From both classes of schools, students enter the University conditioned in language subjects, and for lack of preliminary training find the conditions difficult to remove; and the total number of students so conditioned usually ranges from two-thirds to four-fifths of the entire entering class. That is, after the seven or eight years in which the present three-year requirements have been in effect, the greater number of the state high schools still fail to meet those requirements in the most essential particular.

There is, moreover, a better reason for placing stress upon the study of language and grammar from the historical side than the mere fact that it is required for admission to advanced standing in the University. The importance of it as an aid to the full comprehension of literature, and as an aid to virility of expression, written or oral, may not easily be overestimated.\* But the value of the study depends upon the teaching of it, and it is not too much to say further that no teacher of English, whether of grammar, composition, or literature, can deal intelligently with his subject until he possesses the same thorough historical knowledge of the English language and grammar that the Latin teacher must have of Latin, or the German teacher of German; while if he possesses it, diffi-

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\* See *Atlantic Monthly*, April, 1898, p. 465, "On the Teaching of English."

culties disappear and problems are simplified all the way from grades to University, and from spelling and grammatical analysis to literary interpretations and appreciations.

Other requirements are in general fairly met, but not <sup>classics.</sup> always. The most noticeable lack of adjustment, after that in language, is found in the courses in classics. In many instances but a small part of the required number of classics is read, and the rest of the time, and often a great deal more time than would be necessary to do all of the required work, is spent in memorizing names, dates, and facts about literature from a "manual," which probably contains only a few fragments of literature in the form of "selections."

In many other instances, a sufficient number of classics is read, but they are for the most part read at home, and not in class. A large number of schools report that their pupils read many more classics than are required; sometimes thirty or forty or more. In almost every such case it was found that the school so reporting has a short general course, either three years instead of four, or thirty-two weeks per year instead of thirty-six; that its recitation periods are twenty-five to thirty-five minutes in length; and that its entire teaching force perhaps does not exceed two or three. Under such conditions it is of course impossible to teach properly even the number of classics that is required, while the report that a number largely in excess of requirements is read merely proves that there has probably been no critical study of them whatever. A pupil who, as sometimes happens, does not know whether a given classic on such a list is in prose or verse, and cannot tell who wrote it or what it is about, has very evidently wasted the time he spent on it.

The error of reading too many classics seems, strangely enough, to have its source in a lack of time and of teachers. The error of substituting manuals for classics is merely a persistence of the textbook method which formerly dominated all schools. Either may defeat in whole or in part the object of the preparatory study in that line, may render it nearly or entirely valueless.

The work in English composition is usually well done, <sup>composition.</sup> as far as it is done at all. Here, for reasons that will be explained in detail, the teaching force is usually inadequate;

and as a result it is almost impossible, in the greater number of schools, to secure the requisite amount of practice under supervision. But composition not taught by practice, under supervision, is not taught at all. Here again some schools fail by substituting recitations in textbooks for the writing of themes, and here again the time so spent is likely to be largely wasted.

**How to secure  
greater effi-  
ciency.**

From this examination it appears that in general the English work of many high schools may be rendered more efficient by a simple and easy readjustment of subjects without any increase in time or in the number of teachers. In some instances, however, it is impossible for the work to be rightly done without an increase of time and teaching force. In all schools there is a growing appreciation of the importance of English studies; but not all schools have learned to distinguish one English subject from another according to their relative bearing and importance, to realize that a subject of importance must be adequately provided with teachers, and that those teachers must be adequately trained. A few schools still seem to cling to the ancient delusion that anything called English is English, that "anybody can teach English," and that anything which anybody chooses to teach under the name of English must, perforce, be satisfactory for all possible purposes; but fortunately the number of such schools is not great enough to retard materially the general progress that is being made.

**General dis-  
tribution of  
English work.**

One possible means of securing better results in English work without increasing equipment is by distributing that work through the entire high school course, even when an increase in the total amount is not possible. The study of English means, in general, not so much the acquiring of information as the developing of the power of thinking and of expressing the thought; it is a process of growth, and it is in some respects as undesirable to hasten it as it is to hasten the process of physical growth. English subjects are to a great extent related to all other subjects which form the pupil's course of study, are dependent upon them as sources of material; and as the study of English advances, a considerable amount of time independent of classroom time is necessary for reading and reflection, and especially for the reading of literature, in order to secure the best results. If then the high school course is four years, and but one or two or three years of English are

taught, it is in general advisable to distribute the English work as far as possible through the four years, so that there may be time for gathering and freshening thought material from all sources, for feeling the influence of the best writers, and so that the pupil's use of his material in written or oral expression may at no time be without something of direction or supervision. The general principle of coördination involved is of course recognized in all arrangements of school courses; but in its application there are questions of practicability to be considered, and there are of course subjects that require for mastery not time for growth so much as centralized and continuous effort, subjects that require concentration instead of distribution. The successful adjustment of these two opposing principles is a nice problem for a school executive to solve, and is to some extent dependent upon local conditions. But generally speaking, English subjects, because of the relation which they bear to the living and thinking of the pupil, should be distributed rather than concentrated, and should be correlated with each other and with all other subjects of study.

In harmony with this general principle, and with the distribution of subjects. same end in view, it is advisable to distribute the English subjects with reference to each other. That is, instead of the continuous study of composition for a given time, to be followed by the continuous study of classics for a given time, and that by the continuous study of grammar for a given time, it is better that these should be carried on side by side, as far as such an arrangement is possible.

Besides what has already been stated, there is a very composition. excellent practical reason for distributing the work in composition. It is that thereby the labor of the teacher is in some degree lightened. Possibly there is not a school in the state where the teaching force is large enough to meet fully the demands of this subject. It is estimated that in English composition, one class of twenty-five or thirty, if reciting daily, is all that one teacher can manage without sacrificing some part of the work on one hand, or the health of the instructor on the other. Night work in correcting manuscript, after a full day in the school room has brought some conscientious teachers to impaired eyesight and to the verge of nervous prostration, and has led them in consequence to resign their work entirely. But the conscientious

tious teachers should if possible be encouraged to stay; and one method of doing this is to alternate English composition with other subjects, so as to diminish the amount of manuscript received in a given time. Speaking broadly it may be said that a teacher of composition who has large classes, or who has at the same time to teach other subjects, should never have more than three recitations a week in that subject, understanding of course that all recitations are based upon manuscript and not upon textbooks; and a less number of recitations is preferable.\*

Classics.

This argument does not apply to classics, but the more general one first stated does. The full appreciation of a classic in literature requires time for reflection and rereading, for reference reading, for correlating with other literature and with actual experience. The pupil should have time to grow mentally as he studies. It may not be harmful to recite in classics, or in composition either, five times a week, but it is harmful to discontinue the process involved earlier than is absolutely necessary; and it would be better to study either subject once a week for five years, if that were feasible, than to study it five times a week for one year, if it were necessary then to discontinue the study in order to give four years to other subjects.

And, finally, recitations in composition should be distributed among recitations in classics, or should alternate with such recitations, so that the pupil may have all the time and opportunity possible for becoming acquainted with the styles and vocabularies of the best writers, for being in their company, and thereby being led to develop refined tastes. The necessity of studying literature with composition is admitted by all English teachers worthy of the name; and perhaps this is the simplest means of bringing it about.

Language.

If any exception is to be made from this distribution, it is in the case of the "disciplinary" subjects of language and historical grammar. It is true that under present con-

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\* Any advantage to the teacher thus gained by distribution of recitations is of course sacrificed if the same teacher has to conduct too many classes. For instance, a teacher who has three recitations a week with a first-year class, two a week with a second-year class, and one a week with a third-year class, has in all six recitations a week, and is, unless the classes are very small, doing work that should be divided among two or three. And it is probable that there is scarcely a teacher of English composition to be found who is not expected to do at least twice as much work as he can do to the best advantage, and much more than would be required of him in any other department whatever; and who is not therefore compelled, if he is a capable teacher, to substitute for individual personal direction of his pupils such general methods as he may be able to devise, or, if he is not a capable teacher, to fall back upon the empty and profitless "text-book recitation."

ditions these require considerable maturity and power of concentration in the pupil, and should therefore be taken up as late and studied as continuously as possible. But the exception is apparent, not real. Under present conditions, which means under the present general lack of knowledge of the English language and disregard of the importance of language studies, pupils are constantly being taught, in grammar classes, composition classes, and literature classes, things that are not true, things that they will be compelled to unlearn when English is taken up in a scientific way; and this is especially true of grammar. Naturally enough, when the subject of language is taken up in a scientific way, it seems peculiarly difficult and hard to grasp, merely because it has not been prepared for in preceding stages. All this is of course unnecessary, and the time is already near when all authors of English textbooks and all teachers of English subjects will be required to know English historically. When this comes to pass, language teaching will become as incidental in composition and literature, from the grades up, as rhetoric now is in composition teaching, and a general review at any time of the subjects involved will present no greater difficulties than does a review of any other English subject.

The outlines of preparatory English courses given in this circular and in the University catalogue show such a distribution of English subjects as is here recommended; but in those outlines the English work does not extend beyond the one, two, or three years, as the case may be. It is believed, however, that, as already stated, any high school having a four-year general course can secure better results in English by distributing its English work through the entire four years, either by devoting fewer than five hours a week to English studies, or else by alternating terms of English with terms in other subjects, so that some English work shall be done in the last year. How this may be done in some instances will be shown when the courses are taken up in detail.\*

But after everything practicable has been done in the way of distributing and adjusting subjects, and increasing time and number of teachers, and after a considerable number of schools have fully satisfied the requirements of the three-year English course, there remain many that do not.

Lessening  
of English  
requirements.

\* See outlines, p. 20.

For this reason, and because of the demand for more natural science in the preparatory course, the committee decided as stated to recommend that the high schools be relieved of part of the burden of the three-year course, by making it a two-year course. The next problem was, of course, to determine what part of the three-year course to reserve for the University, and what part to leave to the high schools, in view of the conditions in both. The scientific and disciplinary features of the three-year course it was necessary to retain, because the acceptance of the advanced English work by the University is, as it has been from the first, conditioned upon its retaining that character; and it is impracticable to drop a part of the work in grammar and language without dropping it all, partly because the amount required is already a minimum, and partly because provision cannot be made in University classes for supplementing too many varieties of requirements.

Composition  
and rhetoric  
reduced.

It was also impracticable to make a *pro rata* reduction in the other subjects, because the result would be to require the establishing of several new courses in the University to supplement the changed preparatory courses. It seemed necessary, therefore, to make the chief reduction in one subject, either in rhetoric and composition, or else in classics; and as the work in classics is as a rule well done by the high schools, while that in composition is hampered by the difficulties that have been explained, it was decided to make the chief reduction in rhetoric and composition.

Other subjects  
retained.

The two-year course thus formulated consists of the same amount of composition as is specified in the one-year course, the same language requirements as those of the three-year course, and an amount of literature very slightly less than that specified in the three-year course. The new requirements should be easily met in all schools, although it may still be necessary to emphasize the fact that the language part of the course is in one sense the most important part of it, and that no substitution for it can be made.

**B.****Present Preparatory Courses, in detail.**

**T**HREE are now, therefore, as a result of the action taken by the committee, three preparatory courses in English admitting to the University, which will remain in force until the fall of 1900. This is so many as to interfere with securing that uniformity in high school and supplementary University courses which is desirable; but the one-year course is already little used, and it is believed that by the fall of 1900 all necessary changes can be made, and that the two-year course may thenceforth be the standard. But for the present, the three courses are as shown in the diagram printed on the page next following.

The one-year course is fully discussed in the general circular (p. 9, ff). It is identical with that required for general admission to any American college; but the amount required in it is so little, and so far below the capacity of the average high school that in most of the state high schools additions have been made to it, and wherever possible it has been replaced by the three-year course. While the diagram exhibits the work as done in one year, it should, for reasons already given, be distributed as far as possible through the high school course. For example, exercises in composition may be made weekly for three years, or weekly for two years and biweekly for two years, extending through an entire course of four years. Recitations in classics may be made weekly for two years or biweekly for a longer period. It is perhaps better not to scatter these recitations too much at first, until the pupil has learned something of how to read. They need not be begun at the beginning of the high school course; but once begun, they should, even if occasional, be continued to the end of it, and made a stimulus to home reading. Such a distribution will give opportunity for the most thorough work.

Analytical or descriptive grammar is supposed to have preceded all high school work; but, if it has not been fully mastered, all the necessary review of it may be obtained in connection with the work in composition thus distributed.

Diagram  
of courses.

STUDIES.	First Year.		Second Year.		Third Year.	
	First term.	Second term.	First term.	Second term.	First term.	Second term.
ONE-YEAR COURSE.	Composition .....	3 periods.				
	Classics .....	2 periods.				
TWO-YEAR COURSE.	Composition .....	2 periods.	2 periods.	1 period.		
	Classics.....	3 periods.	3 periods.	2 periods.	1 period.	
THREE-YEAR COURSE.	History of English literature.....	.....	.....	.....	.....	
	History of English language.....	.....	.....	.....	2 periods.	
	History of English grammar.....	.....	.....	.....	2 periods.	
	Composition .....	3 periods.	2 periods.	2 periods.	1 period.	1 period.
	Rhetoric .....	.....	.....	1 period.	1 period.	
	Classics.....	2 periods.	2 periods.	2 periods.	2 periods.	1 period.
	History of English literature.....	.....	.....	.....	.....	1 period.
	History of English language.....	.....	.....	.....	2 periods.	1 period.
	History of English grammar.....	.....	.....	.....	.....	2 periods.

In the grades, composition is usually correlated with grammar, and the object of teaching is to foster readiness of expression, enlarge vocabulary, and cultivate grammatical correctness. This being true, the next step to be taken in the high school may be to give especial attention to the shaping of thought considered more in mass than heretofore. Broadly speaking, in the grade school the composition work of the pupil may be described as a gathering together of bits of thought-material, and finding expressions for them; but by the time that the pupil enters the high school

he has presumably gathered enough material upon many subjects so that special practice in grouping it or handling it in mass is desirable. This work may be best done without the use of any textbook, and without the pupil's knowing that he is actually learning something of rhetoric. What is of the first importance is that he should think readily, and shape his thought as readily for expression. How to think comes first, and then how to express the thought regarded as a thought, not as a string of words or of sentences. First of all, necessarily, is choosing a subject, which means from this point of view designating for presentation material that is already in hand as distinct from material yet to be gathered from reading or otherwise; material obtained through experience, or through preceding reading or study. The correlative study of classics is an important source of such material. Then comes limiting the material or subject to some phase or aspect easily treated in a given time, or appropriate to a given occasion; then arranging the material so as to exclude the irrelevant and emphasize the important. Arranging also means ordering the material, and the study of order leads immediately to the perception that all thought material has definite parts, which in expression become paragraphs, and that it consists finally of certain thought-units which in expression become sentences. The pupil himself is of course not to be troubled with terms or theories, and may at this stage be allowed to use unquestioned any word- or sentence-expression that is not actually wrong. He is simply to work away at description, narration, exposition, perhaps unaware of the existence of such technical things while absorbed in the delightful occupation of shaping and writing down what he fancies, or sees, or knows. (See note, p. 25, this circular; also, general circular, p. 21).

It is advisable to do this work without placing any textbook in the hands of the pupil; and this would be true even if all the existing textbooks were not more or less unsatisfactory. Lewis's First Book in Writing English conforms in some respects to this plan of study, and Pearson's Freshman Composition approximates it more closely. (See under C, p. 27.) These may aid the teacher, but in the hands of the class, if a book must be used, it is probable that better results can be obtained from Skinner's Studies in Literature and Composition, used as the text

## Classics.

in both subjects, and, when practicable, modified in accordance with the preceding suggestions.

The classics to be read in the one-year course are those prescribed for admission to college by the Joint Conference of Colleges and Secondary Schools. The list changes very little from year to year. For examination in 1899 and succeeding years, the books recommended are as follows:

In 1899, for class study: Shakspere, *Macbeth*; Milton, *Paradise Lost*, books I and II; Burke, *Speech on Conciliation with America*; Carlyle, *Essay on Burns*. For collateral home reading and composition work: Dryden, *Palamon and Arcite*; Pope's *Iliad*, books I, VI, XXII, and XXIV; Addison, *Sir Roger de Coverley Papers*, in the *Spectator*; Goldsmith, *Vicar of Wakefield*; De Quincey, *Flight of a Tartar Tribe*; Cooper, *Last of the Mohicans*; Lowell, *Vision of Sir Launfal*; Hawthorne, *House of the Seven Gables*.

For 1900 the list is the same as that for 1899, except that for the selection from Carlyle is substituted Macaulay's *Essays on Milton* and *Addison*; and for that from Hawthorne, Scott's *Ivanhoe* and Tennyson's *Princess*. For 1901 and 1902 the list is the same as that for 1900, except that *Paradise Lost* gives place to Milton's *L'Allegro*, *Il Penseroso*, and *Comus*; and Dryden's *Palamon and Arcite* to George Eliot's *Silas Marner*.

As given, these lists suggest nothing as to the principle of selection or the order to be followed, and a teacher may very reasonably substitute for them equivalents chosen with a definite end in view; or he may take them up in the order—later before earlier and prose before poetry, ending with Shakespeare. Alternative courses will be found listed in the general circular (p. 32); and to that list may be added the course outlined in Skinner's *Studies in Literature and Composition*. A list of books that may be used in connection with these courses is given in the next section of this circular; but the use of a formal textbook or manual is not contemplated. Skinner's *Studies* should be in the hands of every teacher, and some hints as to method are given in a pamphlet, *Suggestions as to the Teaching of English Classics*, published by the University. The best teaching is that which, while using all helps, is independent of all, and instead of following a fixed "method," is shaped to the occasion and the class;

but there must always be a definite system and plan of attack. (See general circular, p. 16, and pamphlet of "Suggestions.")

The applicant for examination in one year of English will be required to submit a list of the classics read in preparation for entrance, specifying which were read in class and which as collateral reading, and to write an essay, in length not less than 200 words, upon a topic designated by the examiner and connected with some book upon the list submitted. This essay will constitute the final test as to his work in composition. In literature the essay will be supplemented by questions as to the subject-matter of the works he has critically studied in class, and their relation to the author and his time. In grammar the examination is incidental; but a knowledge of the subject is presupposed, and the applicant may be required to analyze ordinary sentences, and to criticise familiar examples of incorrect expression. No applicant will be accepted in English whose written work is notably deficient in point of spelling, punctuation, idiom, or paragraph division.

In distributing the work of the two-year course, the history of English language and grammar should be placed in the last high school year. The language may be assigned to the first part of the year and the grammar to the second, in order that the same text may be used for both: Lounsbury's History of the English Language is the most satisfactory one yet published. It should be supplemented by a scientific grammar. Not more than two recitations a week in each subject are advisable as shown in the preceding diagram. As in the one-year course one period a week for three years may be given to composition, or one period a week for two years and one period every second week for two years, the last being equivalent to the requirement of a biweekly theme and the discussion of it.

For reasons already stated, not more than two or three periods a week should be given to the study of classics; and in this course two periods a week are sufficient, allowing opportunity for correlating the work with that in composition and other subjects, and giving ample time for the development of the pupil's powers of interpretation. The brief review of the history of English literature, which is in no sense the study of literature, but which many schools persist in regarding as such, substituting it for the study

Two-year course. Distribution.

of classics and in consequence subjecting their graduates to a condition in English when they enter the University, should be, like the language history, placed near the end of the high-school course.

The subjoined diagram shows such a distribution of the two years of English through a four-year course:

YEARS.	I.		II.		III.		IV.	
TERMS.	1st.	2d.	1st.	2d.	1st.	2d.	1st.	2d.
SUBJECTS.	Composition, 1 period. Classics, 19th century, 2 periods.	Composition, 1 period. Classics, 18th century, 2 periods.	Composition, 1 period. Classics, 17th century, 2 periods.	Composition, (bi-weekly themes). Classics, 17th century, 1 period (or 2).	Composition, (bi-weekly themes). Classics, 17th century, 1 period (or 2).	Composition, (bi-weekly themes). History English literature, 1 period (or 2).	Composition (bi-weekly themes). History English grammar, 2 periods.	Composition (bi-weekly themes). History English grammar, 2 periods.

A distribution of the two years of English through a three-year high school course is here shown:

YEARS.	I.		II.		III.			
TERMS.	1st.	2d.	1st.	2d.	1st.	2d.	1st.	2d.
SUBJECTS.	Composition, 1 period. Classics, 19th century, 2 periods.	Composition, 1 period. Classics, 18th century, 2 periods.	Composition, 1 period. Classics, 17th century, 1 period.	Composition, 1 period. History English language, 2 periods.	Composition, 1 period. History English grammar, 2 periods.			

The difficulty of making such a distribution of the English work is of course to be found in adjusting other studies so as to allow of it, and this may not in all cases be practicable. As at present and in general the conditions in no two schools are precisely similar, the English work must be adjusted by each to suit its own conditions until the day when practical uniformity in all high schools shall be brought about. In any case, if further distribution is not possible, the arrangement of the first diagram (p. 16) may, of course, be followed.

The composition of the two-year course is the same as that of the one-year course already explained. The course in classics and history of English is very nearly identical with that of the three-year course, which is fully explained in the general circular (see general circular, p. 14 ff, and p. 33 ff). A slight reduction in amount has been made. The general suggestion is that the work in classics be done in reverse chronological order and distributed among the nineteenth, eighteenth, and seventeenth centuries, with perhaps less attention to the eighteenth as containing less interesting material. The history of English literature is merely the briefest possible review, its object to survey the earlier periods, the literature of which is too difficult for high school study within the time now given to English, and to unify the work that has preceded, bringing all parts of it into their proper chronological and philosophical relations. This review may terminate at the eighteenth century for such pupils as are to enter the University, as there is a University course which will supplement it at that point; or it may be made complete if more time can be given to it without diminishing that devoted to classics.

Inquiries are often received with reference to the textbook recommended for this review; whether for instance a fuller treatment like that of Shaw is not preferable to the more compact one of Pancoast or Brooke. The general answer to such a question is, that if the time given to English is limited to actual requirements, those who use the fuller work are almost sure to give it more than its very limited proportion of time, and, in proportion, to neglect the study of classics; and that is a very serious error. It is idle to suppose that illustrative fragments consisting of a few lines or stanzas each, such as are given in all ordinary histories of English literature, are of any value whatever

Nature of work.  
Literature.

for the purposes of serious study. The more compact work, which is less likely to be misused, is therefore to be preferred. An ideal textbook for all the purposes of this course would be one which should add to a sufficient number of complete and representative selections the necessary historical and critical survey. Painter's *Introduction to English Literature* is an attempt toward such a work; but while the selections are very well made, the historical part is inadequate.

**Language.**

The language work of the two-year course is precisely the same as that of the three-year course, which is discussed in the general circular (pp. 23 and 43, ff), and needs little further explanation. For class use, as stated, no better text than Lounsbury's has yet appeared. Some new and excellent grammars have been published, but they are as a rule elementary. (See next section.)

**Examination.**

For examination in the two-year course, the applicant will be required to submit a list of about twenty classics critically studied in preparation for entrance, and to write an essay of 200 words or more upon a topic based upon some one of them and designated by the examiner. The examination proper in literature will relate to details of style, subject-matter, purpose, and the historical relations of several of the classics read, and to the general outline of English literary history to the eighteenth century. In language, the examination will include the history of the English language, and the important facts of grammatical history, especially such as have to do with the decay of inflections, with idioms, and with etymology. The examination will include the analysis and explanation of forms and constructions. The essay, and the papers in other subjects, will constitute the test in composition.

**Three-year course.**

The three-year course is fully treated of in the general circular. The work may easily be distributed through four years; the best arrangement perhaps being to transpose one period a week of composition from the first year (see general diagram, p. 16) to the fourth year, and to change the history of language and grammar from the third year to the fourth. The literature and language are the same in amount and kind as in the two-year course. The composition of the one-year and two-year courses is considerably increased, and is supplemented by the formal study of rhetoric with a textbook.

It was advised that the composition study of the shorter courses should concern itself chiefly with shaping, analyzing, and arranging the thought, proceeding from the larger to the lesser elements, and making the expression entirely a dependent matter. Further study may continue this process until finally those elements are reached which find expression in the sentence and the word. Not until this time, if at all, should a textbook be used, for two reasons: first, because almost every textbook in existence studies chiefly the expression of the thought, almost or quite ignoring the thought itself as shaping the expression, and therefore dealing with lifeless externalities in a manner which tends to cramp the expression or the style and destroy its individuality; and second, because, in consequence of this, almost all textbooks reverse the indicated order, which is the natural order of mature thinking, and study first the word, then the sentence, then the expression of larger thought elements. This is undoubtedly a correct order for the technical study of expression, since expression does add word to word, sentence to sentence, and paragraph to paragraph, until the whole is expressed; but the thinking which precedes and determines the expression is not thus hampered, nor does it proceed in this way. But when the study of the thought has reached what may be termed the word-elements of the thought, the formal study of the expression may be begun, a textbook taken up, and the order of the textbook followed. This may be regarded as largely a polishing process, but the work that has preceded will insure that the pupil will now have something in hand that is worth polishing. Finally having reviewed with a text the elements of expression from the word back to the complete discourse again, the pupil may devote so much time as remains, to the general survey, without a text, of specific forms of discourse, exposition, description, narration, and argument, regarding each as the expression of a distinct process of thinking, and so deriving principles.

The examination in the three-year course adds to that of the two-year course an exercise or essay in invention, usually narration or description from experience. In rhetoric, the examination will include the elements of rhetorical theory; the choice and use of words, structure of sentences and paragraphs and of the complete discourse. It will in-

Admission by  
certificate.

clude also the outlining or analyzing of material for presentation.

Certificates from accredited high schools, if accepted for any course in English, must show in detail that the required amount of time has been given to each subject by the applicant, and that he has completed the outlined work with satisfactory standing. A general statement that the required subjects have been studied is often submitted; but this fails to answer the purpose because of the common errors of substituting textbook work in rhetoric for composition, a manual of literature for classics, and overlooking the requirements in historical grammar. Blank certificates will be furnished by the Registrar of the University.

Four-year  
courses.

Some schools, and the number of them is apparently increasing, add to the three-year course as outlined, an additional fourth year of English. While a four-year course for admission cannot be formally accepted by the University, since it would necessitate dropping some other essential from the requirements, and while it is proposed to discontinue the three-year course in order to make room for preparatory science, it should still not be forgotten that not all high school courses need be preparatory courses, and that a business course not preparatory to the University, such as the committee on uniform courses proposes to establish, may well include four years of English. The work of a fourth year should consist of about two hours or periods a week of composition and three hours a week of literature: the composition to include the forms of discourse, especially argument; and the literature study to deal with selected authors or periods chiefly earlier than the seventeenth century, and to complete the historical survey. Undoubtedly the ideal English course would begin when the pupil enters the grades and continue without interruption until he graduates from college; and perhaps the time may be approaching when such an amount of English study will be required of all who seek a liberal education. That time is undoubtedly distant, but few will assert that a pupil can give too much time to English studies, and certainly every pupil should have as much English as he can get, and every high school should provide as much as is practicable. While, at the University, no pupil can be credited on certificate with an amount of English in excess of that

actually required for admission, entering students who offer such an excess may receive examination in it, and if the excess is found on examination to be equivalent to not less than a term of University English, the applicant may receive due credit therefor.

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*Note to p. 17.* It may not be amiss to caution the teacher that while a class is studying the gathering and shaping of thought material—and this in a general way should mean in the earlier stages of any course in composition—exhaustive detailed criticism of manuscript is not simply uncalled for, but is likely to interfere with the pupil's progress in the desired direction. Such criticism, gradually introduced, has its place later; but even then a pupil should never be led, through the misuse of red ink, to feel that what he has to say is of less importance than how he says it. At first, the best criticism is that which the teacher gives to the individual pupil as he talks over that pupil's work with him; or that which members of a class give one another in general discussion: all concerning itself with substance and arrangement rather than with form.

## C.

## New Text and Reference Books.

**S**INCE the publication of the general circular, a considerable number of books of value to the English teacher have appeared, and a brief descriptive list is here subjoined, arranged to supplement that in the general circular.

Grades.  
Supplementary reading.

In addition to the series for supplementary reading in the grade schools, named in the general circular, several others are now published; and one of the most complete and elaborate of these, adapted for all grades, and including in its subjects history and natural science as well as literature, is the Eclectic School Readings, published by the American Book Company, and ranging in price from 25 cents to \$1.50 according to size and grade. Some representative titles are—Fifty Famous Stories Retold; Old Greek Stories; Robinson Crusoe; Story of the Chosen People; Old Stories of the East; Stories of Great Americans; Stories of Our Shy Neighbors; Plants and Their Children; Story of the Romans; Arabian Nights; Story of Troy; Stories of American Life and Adventure; Fairy Stories and Fables. Others are designed for higher grades, and for high school classes. Older books, suitable for use in the upper grades, that should have been mentioned in the general circular, are—Cathcart's Literary Reader (1874, 1892, American Book Company, \$1.15) and Royse's English Literature and his American Literature (Butler & Co.). The selections in these books are excellent as readings, but would not answer as a basis for the study of classics.

Grammar.

Of the older elementary books, besides those mentioned in the general circular (page 43), Meiklejohn's English Grammar (1890, D. C. Heath & Co., 90 cents) is still one of the most excellent. Hoenshel's Grammar (state textbook, 1897, Crane & Co.) is well written from the pedagogical standpoint; while perhaps best of all is Carpenter's new English Grammar (1898, The Macmillan Company, 75 cents). Others of a more advanced type will be mentioned later.

High school.  
One-year  
composition.

There is still no satisfactory textbook for the composition of the one-year course, even if a textbook were desir-

able. Lewis's First Book in Writing English (1897, The Macmillan Company, 80 cents), will be helpful to the teacher; and if Chapter VII, "On Organizing the Theme," be taken up before Chapter V, "On Dividing a Paragraph into Sentences," it may be brought somewhat into conformity with the plan outlined in this circular; but in using it care must be taken not to confuse the thinking process with the writing one. Better still, for the teacher rather than for the class, is Pearson's Freshman Composition (1897, D. C. Heath & Co., 50 cents), embodying some of the latest and best ideas for the teaching of the subject.

Scott and Denney's Paragraph-Writing has been followed by a Composition-Rhetoric by the same authors (1897, Allyn and Bacon, \$1). It applies the principles of the earlier book to more elementary work, and may be used by such classes as give a great deal of time to elementary composition, as it requires a longer course than do the first books named.

Skinner's Studies in Literature and Composition (1897, J. H. Miller, Lincoln, Neb., \$1) combines the two subjects in a single text, and where such a text is desired for the first year of high-school English, is as good as any yet published. It may take the place of Lockwood's Lessons wherever that text is still in use.

For more advanced pupils with whom matters of theory may be taken up, Genung's Outlines seems still to be the best practical work, but there are several new books valuable alike to class and teacher for reference. Hale's Constructive Rhetoric (1896, Henry Holt & Co., \$1) is modern in structure and fresh in style, but is perhaps better adapted for college than high school. Of a more advanced type are Cairns's Forms of Discourse (1896, Ginn & Co., \$1.25), and Tompkins's Science of Discourse (1897, Ginn & Co., \$1.10). The first studies narration, description, exposition, and argument from a practical point of view with especial reference to analysis, and contains numerous and extended illustrative selections. The second discusses the same subjects from a more philosophical standpoint. For general reference reading the best book of all is Bates's Talks on Writing English (1896, Houghton, Mifflin & Co., \$1.50).

On special subjects are: Brewster and Carpenter, Studies in Structure and Style (1896, The Macmillan Company,

Advanced composition.

\$1.10), dealing with analysis; Baker, *Principles of Argumentation* (1895, Ginn & Co., \$1.25), a complete and thorough special treatise; Mac Ewan, *Essentials of Argumentation* (1898, D. C. Heath & Co., \$1.12), a simpler presentation than Baker's; Brookings and Ringwalt, *Briefs for Debate* (1896, Longmans, Green & Co., \$1.25). For use in connection with the subject of Argumentation the English department of the University has published two pamphlets, *Logical Analysis* (1896, 25 cents), and *Notes on Brief-Making* (1897, 15 cents). See p. 31.

Literature.  
One year.

The best formal text for the one-year course in literature is Skinner's *Studies* already named. Editions of the classics are, however, always indispensable; and of these there are now many series; almost every school-book publisher now having a complete one. Cheapest of all is the English Classic Series of Maynard, Merrill & Co., 12 cents each, or 10 cents in quantity, but not always complete. Many classics may be had from Cassell's National Library at 10 cents each. Next in cheapness is the Riverside Literature Series of Houghton, Mifflin & Co., 15 cents up. All these are in paper; many may be had in cloth at a higher price. Uniform at 20 cents, in boards, is the Academy Series of English Classics, of Allyn, Bacon & Co. The Eclectic English Classics of the American Book Company are in boards, and cost from 20 cents up. Then come cloth-bound series, ranging in price from 25 cents to \$1 a volume; including the Standard English Classics of Ginn & Co., the Student's Series of English Classics of Leach, Shewell & Co. (formerly Leach, Shewell & Sanborn), and the Longmans' English Classics of Longmans, Green & Co.

Advanced  
work.  
Classics.

Other books may be found in the Bell's English Classics and the Pitt Press Series of the Macmillan Company, the English Readings of Henry Holt & Co., and the Athenæum Press Series of Ginn & Co. In these series may be found many of the books recommended for the advanced work of the two- and three-year courses; and those not found in any of the preceding series may easily be had by consulting publishers' catalogues.

Analysis of  
literature.

To Sherman's *Analytics* (general circular, p. 39) and Skinner's *Studies* may be added, as helps in the interpretation or analysis of literature—Crawshaw, *The Interpretation of Literature* (1896, The Macmillan Company, \$1),

and Bates, *Talks on the Study of Literature* (1897, Houghton, Mifflin & Co., \$1.50). Several other books, similar in character, are announced as in preparation. See p. 31.

As guides in the analysis of verse, in addition to those just named and to Gummere's *Handbook*, the following may be listed as not named in the general circular, although not all new: <sup>Poetic analysis.</sup>

Parsons, *English Versification* (1891, Leach, Shewell & Co., 80 cents).

Raymond, *Poetry as a Representative Art* (Putnams, \$1.75).

Raymond, *Rhythm and Harmony in Poetry and Music* (Putnams, \$1.75).

A considerable number of new textbooks in American literature have been published; more in fact than are needed. These are as follows: <sup>American literature.</sup>

Bates, *American Literature* (1897, The Macmillan Company, \$1).

Matthews, *American Literature* (1896, American Book Company, \$1).

Painter, *American Literature* (1897, Leach, Shewell & Co., \$1.25).

Pancoast, *Introduction to American Literature* (1898, Henry Holt & Co., \$1).

Pattee, *History of American Literature* (1896, Silver, Burdett & Co., \$1.20).

Tappan, *Topical Notes on American Authors* (1896, Silver, Burdett & Co., \$1).

Bates, Matthews and Pancoast are general surveys, Pancoast perhaps the most satisfactory. Painter, besides the historical part, contains a large number of excellent illustrative selections, longer and more complete than those in other texts; but the historical part is somewhat lacking in detail. Pattee is perhaps over full of detail for a textbook, but as a reference guide for the work of a class, and especially as to correlative reading, it is by far the best of the books named. Tappan is useful for reference as a compend of important facts.

Other books of value for general reference in literature are Guerber, *Myths of Greece and Rome* (1893, American Book Company, \$1.50), an excellent companion volume for Gayley's *Classic Myths* (general circular, p. 38); Saints-

bury, *History of Nineteenth Century Literature* (1896, The Macmillan Company, \$1.50), Gosse, *History of Modern English Literature* (1898, D. Appleton & Co., \$1.50), and Courthope, *History of English Poetry* (1895, The Macmillan Company, \$2.50 per volume, two volumes published). A valuable but expensive work is Traill's *Social England* (Putnams, six volumes, \$3.50 per volume).

*Language.  
Grammar.*

For the study of grammar from the scientific standpoint West's *Grammar* is still as complete and adequate as any Earle's *Simple Grammar of English* (1898, Putnams, \$1.50) is readable, but elementary, and not suitable as a textbook. An excellent book for all purposes is Baskerville and Sewell, *English Grammar* (1895, American Book Company, 90 cents).

*History.*

In grammatical and language history, nothing, as stated, can as yet take the place of Lounsbury's *History of the English Language* (general circular, p. 45). Emerson's *Brief History of the English Language* (1896, The Macmillan Company, \$1) contains more material, but the presentation is hardly simple enough for a high school class. Anderson's *Study of English Words* (1897, American Book Company, 40 cents) is not an equivalent of Lounsbury; and the same is true of the histories of Lockwood, Meiklejohn and Kellogg, concerning which inquiries are often received. Anderson has a supplementary value.

As a reference in the general history of languages may be mentioned Hutson's *Story of Language* (1897, A. C. McClurg & Co., \$1.50). Morris's *Historical Outlines of English Accidence* (general circular, p. 44) may now be had in a new edition (1897) revised by Kellner, and may now be named with Sweet's *New English Grammar* and Earle's *Philology* as indispensable for teachers.

*Punctuation.*

To the list of works on punctuation may be added the following, the last two deserving especial attention:

Wilson, *Treatise on Punctuation* (31st edition, American Book Company, \$1).

Cocker, *Punctuation with Proof-Reading* (1878, American Book Company, 32 cents).

A Journalist, *Why we Punctuate* (1897, Lancet Publishing Company, St. Paul and Minneapolis, \$1).

Teall, *Punctuation* (1897, D. Appleton & Co., \$1).

*Synonyms.*

A new book on the meanings of words which may per-

haps displace all its predecessors is Fernald's *Synonyms, Antonyms, and Prepositions* (1897, Funk & Wagnalls, \$1.50).

Correspondence in reference to books, courses and methods is always welcomed. In 1900, when the new preparatory and other high school courses have become established, it is hoped that the general circular to which this is supplementary, may be revised and reissued.

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Since the preceding pages have been placed in type, Addenda. some additional books have been noted. Under *Analysis of literature*, pp. 28-29, should be listed Johnson, *Elements of Literary Criticism* (1898, Harpers, \$—), a book well worth reading. In the special subject list, p. 28, belongs Ringwalt, *Modern American Orations* (1898, Henry Holt & Co., \$—), an analytical essay on the theory of oratory, with seven representative orations and a bibliography of the subject.

All teachers of composition should read a little pamphlet, *Methods of Teaching Rhetoric*, by Robert Herrick, published by Scott, Foresman & Co., Chicago, and may then be inclined to examine Herrick and Damon's new *Composition and Rhetoric*, published by the same firm. Attention is also called to a valuable series of papers on composition teaching by Prof. C. F. Ansley, now appearing in the *Northwestern Monthly* (J. H. Miller, Lincoln, Neb.), and another by Prof. L. A. Sherman on the teaching of literature.



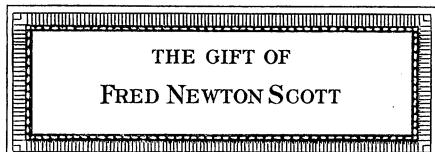
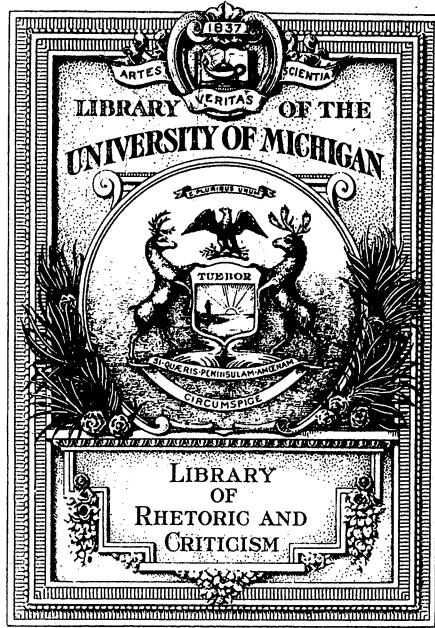




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